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ABSTRACT

This final report of the Model-Cities-Related Planning Project discusses its development direction and performance with regard to services and programming for the Urban Campus of Delaware Technical and Community College. The project activities were focused on the following objectives: (1) developing a comprehensive community college with strong emphasis on acquiring occupational skills and knowledge; (2) providing programmatic flexibility to allow for constantly changing educational needs and ability levels; (3) developing a strong guidance system to help students attain realistic, personal, educational, and occupational goals; (4) promoting the integration of instruction, guidance, and administration to facilitate and accomodate students' changing interests and needs; (5) increasing individual ability to contribute to the economic base of the community; and (6) promoting programs that stimulate knowledge of self in relation to personal, vocational, economic processes and growth. The sections of the report are: Orientation and Institutional Awareness; Community Characteristics; Organization of the Facilities Planning Advisory Committee; Liaison with Community Groups and Human Service Agencies; Responding to Identified Community Needs; Summary and Recommendations. In addition, seven appendixes provide: Work Schedule for Continuous Planning; Job Description (Project Planning Coordinator); Facilities Planning Committee; Questionnaire for Facility Planning (in English and in Spanish); Planning Schedule; the agendas for two seminars; and a listing of the seminar staff. (DB)

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COMMUNITY ORIENTED EDUCATIONAL PLANNING

FOR PROGRAMS AND FACILITIES

IN A COMMUNITY COLLEGE

Model-Cities-Related

Comprehensive Planning

Project

July 1, 1972 - June 30, 1973

This project was supported in part by a grant awarded under Title I of the Higher Education Facilities Act, as amended, from the Division of Academic Facilities of the U. S. Office of Education.

JC 730 246

Delaware Technical & Community College
Wilmington Campus
333 Shipley Street
Wilmington, Delaware 19801

INTRODUCTION

This document presents the final comprehensive report of the Model-Cities-Related Planning Project, its development direction and performance with regard to services and programming for the Urban Campus of Delaware Technical & Community College.

The purpose of this project is to develop a systematic program of cooperation and interaction between Delaware Technical & Community College and the Urban Community, staffs of agencies and residents, in the formulation of educational programs, experiences and facilities to meet the needs and interests of the Wilmington Urban Campus community. It is this process by which Delaware Technical & Community College will link itself to the community that it serves and to the jobs for which it will provide training. The effect of this partnership will be to maximize the use of Urban Campus programs, services, and facilities by residents and agencies of the Urban Community.

The Wilmington Campus of Delaware Technical & Community College undertook this task with the belief that early involvement of neighborhood residents and agencies in programmatic and facility planning would be mutually beneficial.

This document describes activities that have been undertaken to develop a systematic program of cooperation, coordination and positive interaction between the Urban Campus and Delaware Technical & Community College and the local community.

This will enable the College to better plan for facilities, programming, and services for community college students and area residents. With this in mind, project activities were focused on the following objectives:

1) Developing a comprehensive community college with strong emphasis on acquiring occupational skills and knowledge.

2) Providing programmatic flexibility to allow for constantly changing educational needs and ability levels.

3) Developing a strong guidance system to help students attain realistic, personal, educational, and occupational goals.

4) Promoting the integration of instruction, guidance, and administration to facilitate and accommodate students' changing interests and needs.

5) Increasing individual ability to contribute to the economic base of the community.

6) Promoting programs that stimulate knowledge of self in relation to personal, vocational, economic processes and growth.

ORIENTATION AND INSTITUTIONAL AWARENESS

The initial task of the Planning Coordinator was to understand the project proposal and develop a work schedule for continuous planning, outlining key activities and specific time lines necessary for their accomplishment. (See Appendix A for Work Schedule for Continuous Planning.) The next step was to become familiar with the programs, services, and facilities of the Delaware Technical & Community College, focusing particularly on the specific plans of the Wilmington Urban Campus presently under construction.

Delaware Technical & Community College is a multi-campus two-year institution of higher education that provides academic, technical, and continuing educational opportunities for youth and adults in the State of Delaware. It is a "Drive-In" college and does not maintain dormitories nor does it assume responsibility for students housed locally. Its purpose is to help students to develop their potential in semi-professional and occupational areas and, by so doing, to help the community expand its economic base and upgrade its employment force. The curricula of the College focus primarily on courses that match employment opportunities in commerce, industry, and government. Admission to the College is open to all Delaware residents with a high school education or its equivalent or to anyone who is 18 years of age or older and able to benefit from instruction.

While the College degree curricula are strongly career oriented, they include many non-technical courses in related subjects and the humanities. This broad approach is designed to prepare the student not only for immediate employment but also for future advancement, as well as for the broader responsibilities of citizenship.

Within the context of the Wilmington Campus' objectives, the following general compilation of programs has been developed:

Anticipated Programs	New Programs to be Developed
Business Technologies	Graphic Arts
Data Processing	Public Administration
Secretarial Technologies	
Human Services	
Liberal Arts Transfer	

The programs will provide for individualized instruction, capitalizing on the unique abilities of students while encouraging individual initiative and responsibility. In order to be most effective, instructional methods will integrate cognitive and affective domains. Students will develop technical competence and skills in the occupational areas of their choice as well as individual competence in making sound decisions and evaluating the consequences of their behavior.

A review of program plans indicate that several guidelines were established for operation of the College:

Admissions

- Open door policy
- High school graduate or the equivalent, or eighteen years old and able to benefit from instruction
- Selective student placement in individual curriculum

Curriculum

- Development of Cooperative Education Programs
- Close relation to community and student economic and occupational needs
- Full utilization of community resources in designing curriculum
- Organization-team approach (administration), innovative teaching methods and instructional materials, individualized instruction
- Emphasis on technical-occupation skills, economic survival skills, and occupational clusters

Guidance and Counseling

- Supportive
- Decentralized
- Instructional
- Emphasis on self-knowledge
- Constant reevaluation

Personnel

- Student oriented

- Community oriented
- Selected for ability to perform effectively
- Background and experience in human relations
- Emphasis on flexibility, creativity, and personal security

Student Services

- Degree and non-degree programs
- Part-time and full-time enrollment
- Library and resource center
- Special services
- Individual group counseling
- Cultural programs

Community Involvement

- Community resources
- Advisory role in program planning
- On-the-job training
- Group meetings
- Evening programs

Design of facilities and space at the Urban Campus reflect consideration of both programmatic and community activities, as follows:

- Counseling and guidance areas
- Large group instruction and staging areas
- Seminar (small group discussion) areas
- Administrative area
- Student lounge
- Library
- Multi-media center
- Learning resource center
- Study areas
- Instructor's planning area
- Community areas
- Exhibit area

COMMUNITY CHARACTERISTICS

Essential to effective and realistic planning is knowledge of the demographic characteristics of the community under consideration. A profile of the Wilmington area reveals that it has experienced an exodus of affluent Whites to the suburbs, leaving the urban core increasingly to the minorities, the poor, and the aged. Its decreasing population (80,000 in 1970, a drop

of over 15,000 from 1960) is approximately 45,000 White and 35,000 Black. Approximately 5,000 Spanish-surnamed individuals reside in Wilmington. While in 1960, the minority population was estimated at 26%, it now exceeds 45%. Of the city's total population, 20% of its families earn less than $4,000 yearly; and 41% of owner-occupied homes are valued at less than $10,000.

The following areas, in immediate proximity of D. T. C. C.'s Urban Campus, illustrate the constellation of problems and challenges that the College must face in planning programs and providing services for the community.

The Model Neighborhood

The Model Neighborhood, comprising a 6.1 square mile area on the West Side and containing the Wilmington Campus, encompasses some 16,000 residents who are generally poorly equipped economically, educationally, and socially to cope with the prevailing problems, pressures, and stresses which daily affect their lives. Faced by problems of unemployment, underemployment, limited job skills, poor housing, limited education and inadequate public services, the Model Neighborhood residents have begun to challenge institutional priorities and tradition-bound services.

According to 1970 U. S. Census statistics, almost 70% of residents over age 25 in the Model Neighborhood failed to complete high school, and only 9.7% have had some college experience. The migration of Spanish-surnamed into the Model Neighborhood is an added dimension, and recognition of language and cultural differences is now a required consideration for all community programming. The achievement of Model Neighborhood students, according to 1970 figures released by the Wilmington Public Schools, is among the lowest of any geographical area in the City. Secondary students' grades continue to range between 2 and 2.5 grade levels below National Norms. Only eight percent of the students in the Model Neighborhood are achieving on grade level; ninety-two percent are working below grade level.

South Wilmington

South Wilmington, isolated from the City by the Christiana River and immediately south of the Urban Campus, contains the highest concentration of low income families in the City. Over 40% live in low-rent public housing, and half of the families have incomes less than $4,347. This represents the lowest median family income in the City with 43% of the families in this area having incomes below the federally defined poverty level. Half of the area's families are headed by women with an

average annual income of less than $3,000.

The median educational level of South Wilmington's adults is below the tenth grade. Less than one-quarter of these residents are high school graduates, compared to a city-wide rate of 40%. Ten percent of the labor force was unemployed at the time of the 1970 census. Of those who were employed, nearly half were in low-paying, unskilled jobs.

In 1960, South Wilmington's population was 74% Black and by 1970, it had become 92% Black. In educational attainment and unemployment, South Wilmington ranks among the three worst neighborhoods. While an encouraging sign is the fact that the educational levels among youth is already higher than those of their parents, still a third of the youths between 16 and 21 are school dropouts.

Eastside

Located immediately east of the Wilmington Urban Campus, this is a predominately low income area inhabited almost entirely by Black families. The median income is $5,406, one third less than the City as a whole. It is estimated that one out of every four families have incomes falling below the poverty level. Only one in four adults age 25 and over have received a high school diploma. According to the 1970 census, 8% of the work force was unemployed. This community has suffered a 41% decrease in population over the last decade. An area of substantial urban renewal, the Eastside is slated for significant residential and commercial development, including the new Wilmington School District's Howard Educational Park. The Urban Campus of Delaware Technical & Community College intends to coordinate its activities closely with this innovative career education facility.

Spanish Community

The preponderance of the Spanish community resides in the Model Neighborhood area. The problems of the Spanish community encompass those of the other urban poor as well as the difficulties often encountered by people with different ethnic and cultural backgrounds attempting to function in and utilize services of the majority community. The language barrier faced by the Spanish population not only limits their access to jobs and housing, it also limits their access to information concerning occupational services.

A large percentage of the members of the Spanish community speak little or no English; concurrently, many neither read nor write Spanish or English. Those individuals who are functionally illiterate in English present a challenge; however, those who face bi-illiteracy pose a special

challenge to educational institutions and occupational opportunities. Too often available services are not delivered in a manner compatible with, nor responsive to, the cultural life styles of the Spanish population in need of such services. Leadership is the basic dynamic in any movement that can affect social change. Therefore, Delaware Technical & Community College's basic goal is to train leadership and to provide an opportunity for members of the Spanish community to improve their competence to be effective in their own interest.

Characteristics of Target Schools

The climate and types of problems found in the target schools often hinder any student who truly wishes to learn. Too often the student is forced to compete with noise, fights, too many encounters with unsympathetic or overburdened school personnel, and inadequate learning materials. Most students graduating from these high schools have such minimal reading and writing skills that they are ill-prepared for employment or post-secondary education. "Quality control" is too often lacking in these assembly line-like schools. Often these schools are occupied with processing large numbers and documenting that the students have been "exposed" to the required number of years of "education", but then disclaim any responsibility for the "product's" post-school functioning.

ORGANIZATION OF THE FACILITIES PLANNING ADVISORY COMMITTEE

The success of this project depends upon an effective partnership with the community. The Model Cities Education Task Force assisted in the preparation of the project's proposal, advised in the development of the job description for, and participated in the selection of the Project Coordinator. (See Appendix B for Job Description of Project Coordinator.) This community advisory function was maintained and formally structured by the formation of a Facilities Planning Advisory Committee. This committee represented major elements of the area: community residents, business, education and government, and reflected the multi-racial composition of the urban community. (See Appendix C for List of Members of Facilities Planning Advisory Committee.) It met monthly to learn about and advise on the proposed facilities, programs, and services offered by the Wilmington Campus of Delaware Technical & Community College. Among the areas of interest and concern to the committee were: the arrangement and structure of the proposed facilities, the admissions and counseling policies and procedures, the availability of financial assistance, and the projected technologies and courses of study to be offered.

As well, the Coordinator arranged for the committee to visit other facilities and programs, aspects of which might be applicable to plans for

the Urban Campus.

Such visitations included:

- The New Continuing Education Building of the University of Delaware
- Washington Technical Institute in Washington, D. C.
- Georgetown Campus of Delaware Technical & Community College
- Community College of Baltimore, Baltimore, Maryland

LAISION WITH COMMUNITY GROUPS AND HUMAN SERVICE AGENCIES

The urban resident needs money, facilities, services, as well as the psychological re-enforcing which will enable him to cope with the present and plan for the future. The Wilmington Campus cannot solve all of the problems of the community. However, it can provide an appropriate environment that will enhance the educational process, enabling students to acquire salable skills in the career of their choice.

Establishing an appropriate environment involves planning effective and current education programs, mobilizing community resources, and developing a positive working relationship with agencies in the community that impact the lives and productivity of present and potential students. Agency visitations by the Facilities Planning Coordinator included the following:

- Governor Bacon Health Center
- Headstart Program - Policy Council (PAC)
- Delaware State Manpower Planning Council
- United Fund and Council of Delaware
- Latin American Community Center
- Peoples Settlement House
- Project Open-Out Adult Basic Education
- Project Act - Wilmington Housing Authority
- West Center Neighborhood Association
- Model Cities Citizen's Participation
- Community Relations Service, U.S. Department of Justice
- City Division of Human and Social Development
- Model Cities Motivational Center
- South Wilmington Medical Activities Center

A joint planning process is highly compatible with the planning concept of the Model Cities program, which emphasizes the development of opportunities that enable residents to participate in and make decisions about local services and programs. This process is crucial to successful community-oriented programs and services.

The Project Coordinator met monthly with the Model Cities Education Task Force as a Task Force member and resource person. Written progress reports were submitted to enable the Task Force members to remain knowledgable about and provide direction to the planning process.

A questionnaire was developed and utilized in assessing the awareness of and promoting an interest in the emerging Urban Campus. (See Appendix D for Copy of Questionnaire.) The questionnaire, written in Spanish and English, was used to gather information for and to stimulate conversation about Delaware Technical & Community College. The questionnaire also was a vehicle for initiating inter-group and inter-agency planning and coordination when meeting with representatives of various community organizations, and human services agencies.

On these occasions, the Project Coordinator discussed the goals of the Wilmington Campus, provided requested technical assistance, and acquired information regarding the organization's programs, services and long range goals.

Providing requested technical assistance to organizations in the community has reciprocal benefits, the organization receives a much needed service which the Wilmington Campus of Delaware Technical & Community College is willing and able to provide and it establishes a vehicle for present and future coordination of services and programs.

Consequently, the Coordinator works with the following organizations:

- Latin American Community Center - Board Member; the major service center to the Spanish community in Wilmington.
- Headstart Policy Committee - Community Representative; the Parent-Community involvement component of the Headstart Program.
- Youth Service Center - Board Member; a Model Cities related project developed to expedite the delivery of social services to young mem, 13-18, who are presently or are judged likely to become Family Court referrals.
- Project Open-Out - Advisory Board Member; a home-based Basic Adult education program for Model Neighborhood adults.

Other activities included:

- N. A. A. C. P. - Vice Chairman, Education Committee
- Delaware Guidance Services for Children and Youth, Inc. - Board Member
- State Library Council - Board Member
- United Fund Budget Committee; and Membership Committee
- Headstart/Day Care State Budget Committee - Chairperson

Participating with the State and Local Board of Education, monthly meetings has enabled the Coordinator to develop a broader perspective of the educational arena.

RESPONDING TO IDENTIFIED COMMUNITY NEEDS

A major aspect of the Coordinator's work was not only assisting in the identification of community needs, but also in formulating courses of action which might begin to meet those needs. Two quite specific activities were undertaken; i.e., the development of proposal for funding of community projects and the sponsorship of seminars focusing on topics of community interest.

Developing Funding Proposals

The Project Coordinator was instrumental in developing, writing, and submitting the following proposals for funding:

1) Title: The Development of a Model Neighborhood Library Services and Information Demonstration Center

   Submitted To: U.S. Office of Education - Division of Library Programs - Research and Program Development Branch

   Purpose: Two-fold: 1) to determine specifically the needs, interests, and attitudes of Wilmington's Model Neighborhood residents regarding library services and information programs; and 2) to design, implement and evaluate a library services and information center based on the information and recommendations developed during the research and planning phase.

   Status: Pending due to Federal cuts of library funds.

2) Title: Cooperative Education Program

   Submitted To: U.S. Office of Education
   Cooperative Education Program - Higher Education

Purpose: To design a program with occupational technical emphasis which will provide a systematic progression of skill development that integrates practical work experience with prescribed classroom experience.

Status: Funded: July 1, 1973 - June 30, 1974

3) Title: Spanish Vocational Counseling Services

Submitted To: Commission on Religion and Race
Minority Group Self-Determination Fund
United Methodist Church

Purpose: To hire a Spanish counselor to provide vocational counseling and employment to residents of the Spanish community.

Status: Funded

4) Title: Project Challenge - Special Services

Submitted To: U.S. Office of Education
Special Services for the Disadvantaged

Purpose: To provide tutorial and other appropriate services to disadvantaged students which will enable them to remain in and satisfactorily complete a two year program in one of the technologies offered at Delaware Technical & Community College.

Status: Funded: July 1, 1973 - June 30, 1974

Seminars

Education as opposed to "schooling" perhaps offers the best hope for providing the educationally, socially, and economically disadvantaged with the choice of functioning effectively and productively in the "mainstream of American life." Consequently, community residents and members of the Planning Advisory Committee indicated that there was a need for developing seminars which would provide appropriate information on basic skills, motivation, and attitudes required before selecting a vocation or career. To meet their requests seminars, focusing on the following objectives, were

developed with the assistance of the Facilities Planning Committee:

1) Helping participants to think about their actions and reactions.

2) Improving and/or extending participants' career choices.

3) Assisting participants in setting personal goals.

4) Assisting participants to better understand themselves.

A Planning Scheme, used to better plan and organize the seminars, provided an essential tool for developing each seminar. (See Appendix E for Seminar Planning Scheme.) The first seminar was held on February 26, 1973 at the Walnut Street Y. M. C. A. This seminar provided an overview of the programs planned for the Wilmington Campus, specifically the areas of Human Services and Public Administration. (See Appendix F for Agenda of Seminar.)

In order to note the reactions of each participant, a seminar evaluation form was included in the participant's seminar package. Following are some of the responses to two questions on the evaluation form:

What suggestions do you have for improving the seminar?
- more time for question and answer period
- more speakers like Dr. William Parker
- I think the seminar was very well done, and I don't see too much room for improvement
- more techniques to involve total group
- some speakers were very effective, but others didn't present subject matter very well
- plan afternoon session to be as inspiring as morning session so that interest is not lost

What would you like to see covered in future seminars?
- health field; I understand the County is trying to set up emergency complex similar to T. V. program which will involve a lot of paramedical jobs
- details of what agencies have to offer
- brochures of suggested job areas available
- process and procedure to attain A. A. degree in various technologies
- potential strategies; how to plan as an individual, as a group, and as a community
- strategies for planning

The second seminar was held on June 6, 1973 at the Wilcastle Center of the University of Delaware. On the recommendation of a participant of the earlier Human Services Seminar, a planning outline was sent to each speaker to be used in developing his presentation. The purpose of this seminar, "Elements and Characteristics of Diversified Cultures: Puerto Rican and Afro-American", was to present an overview of the elements and characteristics which shape the life style of Puerto Ricans and Afro-Americans. (See Appendix G for Agenda of Seminar.)

A compilation of the seminar evaluation forms revealed the following responses:

Suggestions for improving the seminar?

- more small group discussions
- more time; over a period of time, perhaps once a month or bimonthly
- more publicity; exposure to this sort of information is essential for all who work with Blacks and Puerto Ricans
- less Spanish history and more ever; day Spanish realities in living
- I found seminar outstanding and very informative; I have gained a much greater understanding of Blacks and Puerto Rican cultures
- invite all the Political Powers that really effect change
- more attendance by "regular" teachers, educators, police, people in government
- more simulation games
- possibly having less concentrated program; there was a great deal to absorb, a shame to miss any of it
- more intensive coverage in the history of both cultures
- include high school students as participants

What would you like to see covered in future seminars?

- more in-depth discussion on changing the school "system" and problems facing minority groups and what changes we can effect
- more seminars dealing with Puerto Ricans since they have few advocates in the English speaking community
- more specific cultural features of the Puerto Rican culture; a session centering on the children from both cultures and the effect of the "white" culture on the effectiveness of their specific cultures
- specifics on health education, welfare services in the Wilmington area as they relate to cultural diversity
- genocide of minority groups through sex education and contraceptives

- anatomy of prejudice; Therapy of Racism; Myth of Racial Superiority
- what Whites have done to Black history
- seminar on women; difference in male-female roles in a matriarchal home; inter-racial marriage from Black point of view
- solutions to the "Black Language" usage as presented
- possible positive steps to reconcile Black and Puerto Rican cultures
- I would like a seminar done in Spanish only for the benefit of Puerto Rican people
- resource people were beautiful
- it was beautiful!
- more intense dealing with feelings of people; desire to understand and work with situation
- more about Blacks and Puerto Ricans; how to offer them services without imposing our values on them
- I am a visiting nurse, this helped; I work in a Black and Puerto Rican area
- something with prisoners within state correctional system

The third seminar was developed in cooperation with the Latin American Center and the Model Cities Program. Recognizing the clear need for a specific instructional program for Spanish-speaking residents, the Facilities Planning Committee developed and implemented a program to improve the technical communication skills of local Spanish-speaking residents. This seminar was held twice a week for ten weeks. The purpose of the seminar was to develop more effective report writing skills and techniques for Puerto Ricans working in Human Service agencies.

In related activities, the Planning Coordinator, performed as a facilitator for a Follow-Through Parent Workshop entitled, "Expectations Concerning Parent Involvement." The purpose was two-fold: 1) to help parents think about their actions and reactions; and 2) to clarify the degree of parent involvement in the Follow-Through program desired by various groups: parents, teachers, administrators, para-professionals, etc.

The Coordinator, at the request of the University of Delaware's Coordinator for the Conference on Young Children developed and acted as group discussion leader for a workshop entitled, "Black Child Development and the Pre-School Curriculum." The purpose of this workshop was to explore methods and techniques in making child development curricula more responsive to the needs of Black children.

SUMMARY AND RECOMMENDATIONS

Many citizens of the Urban community find it difficult, if not impossible, to cope successfully with the pressures and exigencies of city life. Often they are unable to take advantage of those opportunities which the more sophisticated and more affluent avail themselves. Frequently, the urban resident is faced not with a choice of opportunities, but a series of burdens all of which he must bear. A captive population, the urban dweller lacks the comfort, safety, and expertise to shape and influence his community institutions.

What then is the role of a community college located in the center of an Urban Community and committed to serving that community? Certainly, it cannot provide the panacea. Nor, can it be inflexibly tied to programs and services for only one community population.

Rather, Delaware Technical & Community College, Wilmington Campus, must recognize the diversity and distinctive characteristics of the many cultural and social elements in the Wilmington Community. Often, these factors seem to work cruelly against our best efforts to solve many of the problems. The Urban Campus, staff, faculty and administration, must understand that diverse elements will not always bend into moving workable approaches which are acceptable to the entire community, but may crystalize into numbers of hard, impenetrable segments, seemingly incapable of being developed into useful and mutually benefical action.

The Facilities Planning Project was one mechanism established by the Urban Campus to begin to provide some suggestions and recommendations consistent with needs and interests of the community as well as with the philosophy of Delaware Technical & Community College.

The following recommendations were generated by the activities of the Facilities Planning Project.

1. Structuring an educational process which will result in students being motivated to accept and begin to master the demanding challenges of acquiring the skills which enable them to walk into a job the day after leaving Delaware Technical & Community College fully prepared to function productively for his employer.

2. Provision of a full complement of intensive supportive services for students after admission. Once enrolled many students continue to need tutoring, financial aid, out-of-class activities, skill development (including study habits) and special counseling in order to make decisions about their educational and occupational futures.

3. Development of recruitment techniques which will utilize aggressive outreach procedures to recruit students who can benefit from programs and services offered by the Wilmington Campus. Recruiting procedures should address the out-of-school residents as well as those enrolled in local high schools.

4. Selection of faculty, staff, and administrators who will stimulate feelings for the value of excellence and individual self-worth among students.

5. The use of curriculum planning and teaching techniques which consider the diverse learning styles of the diverse student population of the college.

6. Provision of personnel, facilities, and other resources for individual groups and agencies to assist them in effecting appropriate change in the quality of services in the community.

7. Demonstration of the willingness, flexibility and ability to depart from the traditional college atmosphere and conventional practices.

8. The provision of programs and services which will provide opportunities for members of the Black and Spanish Communities to improve their competence to be effective in their own interests.

9. Recruitment of students and staff, and faculty which reflect the cultural and racial diversity of the Metropolitan Wilmington Area.

10. The development of college leadership that is sufficiently aggressive and politically adroit to assure that some of the citizens' tax money comes back home. The leadership of Delaware Technical & Community College must be aware of and sophisticated about local, state, and federal government considerations, legislation, and actions which may have impact on the Wilmington Campus specifically and Metropolitan Wilmington in general.

11. The continuation of a program of seminars and workshops which can be offered to residents and groups who have particular needs and interests which cannot be met through regular programmatic scheduling.

12. The arrangement for connecting transportation between the Wilmington and Stanton Campuses to provide for students who wish to take advantage of programs offered at these Campuses.

13. The development of mechanisms to provide for continuing dialogue between the service community and the Urban Campus. It may be necessary that a staff person be appointed to be responsible for assuring that this process be continued.

APPENDIX A

WORK SCHEDULE FOR CONTINUOUS PLANNING

PROJECT: Facilities Planning Grant

PREPARED BY: (Mrs. Gwendolyn W. Sanders

PROJECT DURATION: August 14, 1972 - June 30, 1973

Key Activities Related to Project	First Quarter			Second Quarter			Third Quarter			Fourth Quarter		
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
	1	2	3	4	5	6	7	8	9	10	11	12
1. Become familiar with D. T. C. C. programs and services--present and future.												
2. Organize Project Advisory Committee.												
a. Identify Candidates												
b. Determine appropriate size and composition												
c. Convene committee and brief members on role and responsibilities												
3. Familiarize committee with proposed facilities and programs.												

WORK SCHEDULE FOR CONTINUOUS PLANNING

PROJECT: Facilities Planning Grant

COORDINATOR: (Mrs.) Gwendolyn W. Sanders

Key Activities Related to Project	First Quarter Aug. Sept. Oct.			Second Quarter Nov. Dec. Jan.			Third Quarter Feb. Mar. Apr.			Fourth Quarter May June July		
	1	2	3	4	5	6	7	8	9	10	11	12
4. Familiarize committee with present D.T.C.C. programs and services.												
5. Visit agencies to become familiar with their goals and objectives and to relate same to D.T.& C.C. programs and services.												
6. Visit community organizations to determine their interests and needs--to provide necessary services and facilities.												
7. Establish mechanism for continuing structured dialogue between community and D.T.C.C.												

WORK SCHEDULE FOR CONTINUOUS PLANNING

PROJECT: Facilities Planning Grant

COORDINATOR: (Mrs.) Gwendolyn W. Sanders

Key Activities Related to Project	First Quarter Aug. Sept. Oct.			Second Quarter Nov. Dec. Jan.			Third Quarter Feb. Mar. Apr.			Fourth Quarter May June July		
	1	2	3	4	5	6	7	8	9	10	11	12
8. Determine the level of residential awareness of pre-vocational and vocational programs offered by D. T. C. C.												
9. Attend and participate in community meetings and scheduled activities related to the project.												
10. Identify those areas of pre-vocational and vocational training as perceived by the community and agencies.												
11. Provide a source of information in the area of facilities and educational opportunities available at D. T. C. C.												

WORK SCHEDULE FOR CONTINUOUS PLANNING

PROJECT: Facilities Planning Grant

COORDINATOR: (Mrs.) Gwendolyn W. Sanders

Key Activities Related to Project	First Quarter Aug.	Sept.	Oct.	Second Quarter Nov.	Dec.	Jan.	Third Quarter Feb.	Mar.	Apr.	Fourth Quarter May	June	July
	1	2	3	4	5	6	7	8	9	10	11	12
12. Become knowledgeable of appropriate educational programs within the area.												
13. Develop working relationship with those agencies and organizations mentioned above.												
14. Organize and plan technical education and pre-vocational workshops and seminars.												
15. Prepare progress reports as required by Office of Education and D. T. C. C.												
16. Develop recommendations for continuing community planning and involvement.												

WORK SCHEDULE FOR CONTINUOUS PLANNING

PROJECT: Facilities Planning Grant

COORDINATOR: (Mrs.) Gwendolyn W. Sanders

Key Activities Related to Project	First Quarter			Second Quarter			Third Quarter			Fourth Quarter		
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
	1	2	3	4	5	6	7	8	9	10	11	12
17. Review architect's drawings for all facilities with Advisory Committee.												
18. Review architect's plans for design and equipment for facilities.												
19. Review appropriate materials and plans with the Model Cities Education Task Force.												
20. Prepare Final Project Report.												

APPENDIX B

DELAWARE TECHNICAL & COMMUNITY COLLEGE
WILMINGTON CAMPUS

Job Description

Title: Project Planning Coordinator

Characteristics of Position:

Under the general direction of the Executive Director, performs various functions and duties of a responsible nature in organizing and coordinating with the Model Cities agency, the areas for involving community residents with Delaware Technical & Community College, Wilmington Campus.

To develop and orientate community participation in the facilities available at Delaware Technical & Community College for educational and professional training in the areas of jobs and upward mobility of present jobs.

In the absence of the Executive Director, makes decisions that will effectively resolve problems and involve Model Cities residents in a productive manner towards their goal.

Responsibilities:

Responsible for the overall coordination, development, and participation of Model Cities residents in the use of educational facilities at Delaware Technical & Community College; to take on the direct responsibility for organizing and motivating the community interest and participation in the various projects sponsored by the College; to prepare reports and keep records of all activities carried on in the interest of the College, plus work within the framework, policies, and guidelines in maintaining a good rapport and developing a good working relationship with the Model Cities community.

Desirable Qualifications:

Education and Experience

A graduate of a four-year accredited college in the field of education, sociology, or business, with a minimum educational background of an Associates Degree; three to five years of community experience with programs involving urban residents; additional experience in administration and/or management is also desirable.

Duties:

1. To organize and develop an Advisory Committee.

2. To provide a source of information in the area of facilities and educational opportunities available at Delaware Technical & Community College.

3. To interpret the needs and concerns of the community to the Administration and Staff of Delaware Technical & Community College.

4. To be knowledgable of all existing educational programs within area, and develop working relationship with those agencies.

5. To coordinate and implement all related educational programs under the sponsorship of Delaware Technical & Community College.

6. To attend and participate in community meetings and schedule activities related to the project.

7. To organize, plan and conduct educational workshops and seminars as indicated in the planning grant.

8. To prepare and interpret progress reports as required by the Office of Education, Advisory Committee, Model Cities, and Delaware Technical & Community College.

9. To perform any other duties that may be assigned by the Executive Director.

APPENDIX C

FACILITIES PLANNING COMMITTEE
of
DELAWARE TECHNICAL & COMMUNITY COLLEGE
WILMINGTON CAMPUS

1. Mr. James Baker
   210 E. 16th Street
   (City Councilman, 4th District)
   (Model Neighborhood Council)

2. Mr. Jon Chace
   Community Relations Servive
   U.S. Dept. of Justice
   (Model Cities Education Task Force)

3. Mrs. Betty R. Clark
   22 W. 41st Street
   (Headstart/Follow Through)

4. Mr. Fredrick Duncan
   513 Washington Street
   (Model Cities Resident)

5. Mrs. Elise Grossman
   4004 Coleridge Road
   (State Board of Education)

6. Mr. Walter Knox, Director
   Peoples Settlement
   408 E. 8th Street

7. Mr. Eugene Lipstein
   c/o Leroy's Style Shop
   P. O. Box 1728

8. Mrs. Gladys Martinez
   1010 W. 3rd Street
   (Acting Director of Latin American
   Community Center)
   (Model Cities Education Task Force)

9. Mrs. Doris Myers
   801 W. 8th Street
   (Model Cities Education Task Force)

10. Mr. D. R. Royster
    Project ACT
    412 W. 6th Street
    (Model Cities Education Task
    Force)

11. Mr. Theodore Spaulding
    504 E. 6th Street
    (Wilmington Housing Authority)

12. Mrs. Victoria Stallings
    210 E. 29th Street
    (Title I - P. A. C.)

13. Rev. Jesse H. Walker
    625 S. Heald Street

14. Miss Gale Williams, Director
    Model Cities Motivational Center
    800 W. 9th Street
    (Model Cities Education Task
    Force)

APPENDIX D-1

QUESTIONNAIRE FOR FACILITY PLANNING

DELAWARE TECHNICAL AND COMMUNITY COLLEGE
WILMINGTON URBAN CAMPUS

1. An entrance test is required to be admitted to Delaware Technical and Community College.
   1) Yes
   2) No

2. Candidates for admission are invited to participate in a guidance and placement program to determine areas of aptitude and interest.
   1) Yes
   2) No

3. For students interested in attending Delaware Technical and Community College, a $5.00 application fee is charged.
   1) Yes
   2) No

4. Delaware Technical and Community College is a fully accredited two-year degree-granting institution supported and approved by the State of Delaware.
   1) Yes
   2) No

5. Each technology student who satisfactorily completes his program of study will be awarded the following degree:
   1) B.S. (Bachelor of Science)
   2) M.S. (Master of Science)
   3) A.A.S. (Associate in Applied Science)

6. Delaware Technical and Community College operates on the:
   1) Semester System
   2) Quarter System

7. Delaware Technical and Community College offers "Financial Aid Packages" to those students who qualify for such assistance.
   1) Yes
   2) No

8. Delaware Technical and Community College operates on the quarter system, twelve months of the year, five days a week from 8:30 a.m. to 10:30 p.m.
   1) Yes
   2) No

9. The tuition cost for a full-time (registered for 12 or more credit hours) Del Tech student living in Delaware is:
    1) $130 per quarter
    2) $200 per quarter
    3) $150 per quarter

10. Dormitory living is provided to students enrolled full-time at Delaware Technical and Community College.
    1) Yes
    2) No

11. Admission to Delaware Technical and Community College is open to:
    1) Any one 18 years old or older who is able to benefit from instruction
    2) Only to the top 10% of high school graduates
    3) Only to high school graduates

12. The student counselor ratio at Delaware Technical and Community College is:
    1) one counselor to each one thousand students
    2) one counselor to each five hundred students
    3) one counselor to each one hundred students

13. Delaware Technical and Community College is interested in:
    1) Joint planning with the inner-city community
    2) Offering its facilities to community groups for various programs
    3) Providing its services and staff to assist community group efforts
    4) All of the above

14. The President of Delaware Technical and Community College is:
    1) Earl Jackson
    2) Paul K. Weatherly
    3) Luna Mishoe

15. The Wilmington Urban Campus of Delaware Technical and Community College will be located at:
    1) 7th & Tatnall
    2) 30th & Governor Printz
    3) 4th & Shipley

16. The Wilmington Urban Campus of Delaware Technical and Community College is scheduled to open for students:
    1) Later if not earlier
    2) January, 1974
    3) Sometime before the year 2000

17. The Executive Director of the Wilmington Urban Campus is:
    1) James Sills
    2) Jimmy Morris
    3) Ben F. Whaley
    4) William A. Faucett
    5) George E. Schultz

18. The following curricula will not be offered at the Urban Campus:
    1) Human Services
    2) Business Technologies
    3) Data Processing
    4) Secretarial Technologies
    5) Liberal Arts (Transfer)
    6) Allied Health Occupations
    7) Engineering

APPENDIX D-2

QUESTIONARIO PARA PLANEO DE FACILIDAD
COLEGIO TECNICO Y DE LA COMUNIDAD DE DELAWARE
RAMA URBANA DE WILMINGTON

1. La Rama Urbana del Colegio Técnio y de la Comunidad de Delaware está localizado en:
   1) En las Calles 7 y Tatnall
   2) En las Calles 30 y Governor Printz
   3) En las Calles 4 y Shipley

2. La admisión al Colegio Técnico y de la Comunidad de Delaware está abierta a:
   1) Solo parientes de los oficiales del estado
   2) Cualquiera de 18 anos de edad o mayor que es capaz de beneficios de instruction
   3) Sólo a un 10% de los graduados de escuela superior
   4) Sólo para graduados de escuela superior

3. Una prueba de entrada se requiere para ser admitido en el Colegio Tecnico y de la Comunidad de Delaware.
   1) Si
   2) No

4. La proporción de consejero a estudiante en el Colegio Técnico ye de la Comunidad de Delaware es:
   1) Un consejero para cada 1000 estudiantes
   2) Un consejero para cada 500 estudiantes
   3) Un consejero para cada 100 estudiantes

5. Vivienda de dormitorios es proveida a los estudiantes que se registran tiempo completo en el Colegio Técnico y de la Comunidad de Delaware:
   1) Sí
   2) No

6. El costo de matrícula para un estudiante de tiempo completo que vive en Delaware es de:
   1) $130.00 cada semestre
   2) $200.00 cada semestre
   3) $150.00 cada semestre

7. El Presidente del Colegio Técnico y de la Comunidad de Delaware es
   1) Earl Jackson
   2) Paul K. Weatherly
   3) Luna Mishoe

8. La Rama Urbana del Colegio Tecnico y de la Comunidad de Delaware se planea abrir:
   1) Más tarde si no más temprano
   2) Enero, 1974
   3) Algún tiempo antes del año 2000

9. El Director Ejecutivo de la Rama Urbana de Wilmington es:
   1) Benjamin F. Whaley
   2) James H. Sills
   3) Roosevelt Franklin

10. El Colegio Técnico y de la Comunidad de Delaware está interesado en:
   1) Planeo colectivo con la comunidad del centro de la ciudad
   2) Ofrecer su facilidad a grupos de la comunidad para varios programas
   3) Proveer sus servicios y personal para asistir esfuerzos de grupos de la comunidad

APPENDIX E

PLANNING SCHEME

PLANNING CHECK LIST FOR: _____

Sponsoring Agency: _____

Date: _____ Date of Activity _____

Planning Coordinator: _____

	Completed	Accountability
PLANNING		
EXECUTIVE DIRECTOR		
Schedule Meeting	☐	
Meet--Discuss Plans	☐	
Agree to Make Presentation	☐	
Review Plans	☐	
ADVISORY COMMITTEE		
Schedule Meeting	☐	
Meet	☐	
Discuss Workshop	☐	
Request Planning Assistance	☐	
Confirm Assistants	☐	
FACULTY		
Schedule Meeting	☐	
Meet	☐	
Agree to Participate	☐	
Confirm	☐	
SPACE		
Identify	☐	
Visit	☐	
Request	☐	
Confirm	☐	
INVITATIONS		
KEYNOTE SPEAKER		
Identify	☐	
Prepare Request Letter	☐	
Send Letter	☐	
Confirm Participation	☐	

PLANNING CHECK LIST FOR: _____

		Completed	Accountability
INVITATIONS	CONSULTANTS		
	Identify	☐	
	Prepare Request Letter	☐	
	Send Letter	☐	
	Confirm Participation	☐	
	PARTICIPANTS		
	Identify	☐	
	Prepare List	☐	
	Prepare Letter	☐	
	Xerox Letter	☐	
	Send Letter	☐	
	Log in Acceptances	☐	
	Prepare Acceptance List	☐	
	Confirm by Telephone	☐	
MATERIALS	AGENDA		
	Gather Data	☐	
	Formalize	☐	
	Prepare Copy	☐	
	Xerox Agenda	☐	
	Send Agenda	☐	
	REGISTRATION FORMS		
	Design	☐	
	Prepare	☐	
	Xerox	☐	
	Assemble	☐	
	LITERATURE		
	Identify	☐	
	Design	☐	
	Prepare	☐	
	Assemble	☐	
	NAME TAGS		
	Purchase	☐	
	Prepare	☐	
	Assemble	☐	
	MATERIALS		
	List	☐	
	Assemble	☐	
	Take to Location	☐	
	Return to Office	☐	

PLANNING CHECK LIST FOR: _____

	Completed	Accountability
PUBLICITY		
PUBLIC INFO OFFICE		
Prepare Memo	☐	
Send	☐	
Prepare Article	☐	
Send	☐	
POSTERS-AUDIO VISUAL DISPLAYS		
Identify Need	☐	
Design	☐	
Request	☐	
Prepare	☐	
Confirm	☐	
Arrange to Place in Location	☐	
Confirm Placement	☐	
Return to Office	☐	
FOOD		
COFFEE URN		
Identify	☐	
Request	☐	
Confirm	☐	
Pick Up	☐	
Return	☐	
PASTRY		
Order	☐	
Prepare Voucher	☐	
Secure Check	☐	
Confirm Order	☐	
Pick Up	☐	
LUNCH		
Identify Location	☐	
Confirm Availability & Cost	☐	
Confirm Date & Number of Participants	☐	
Confirm Menu	☐	
MISC. SUPPLIES (coffee, sugar, cream, napkins, spoons, cups)		
Identify	☐	

PLANNING CHECK LIST FOR: _____

MEDIA

	Completed	Accountability
PHOTOGRAPHER		
Request	☐	
Confirm	☐	
Review Pictures	☐	
Select Pictures	☐	
MICROPHONE		
Identify Need	☐	
Request	☐	
Confirm	☐	
Return Equipment	☐	
AUDIO-TAPE		
Identify Need	☐	
Request	☐	
Confirm	☐	
Return Equipment	☐	

MISCELLANEOUS:

APPENDIX F

PRE-VOCATIONAL SEMINAR
Walnut Street Y. M. C. A.
February 26, 1973

A G E N D A

Morning Session

9:00 - 9:30 a.m.	Coffee and Registration
9:30 - 9:45 a.m.	WELCOME ADDRESS Paul K. Weatherly, President Delaware Technical & Community College
9:45 - 10:00 a.m.	THE WILMINGTON CAMPUS B. F. Whaley, Executive Director Wilmington Campus - D. T. C. C.
10:00 - 10:30 a.m.	HUMAN SERVICES AND PUBLIC ADMINISTRATION Ray G. Schweet, Assistant Dean of Instruction Delaware Technical & Community College
10:30 - 11:30 a.m.	CYCLE OF POVERTY--A REALITY? William C. Parker Educational Testing Service - Princeton, New Jersey
11:30 - 12 Noon	Break

Afternoon Session

12:00 - 1:00 p.m.	LUNCHEON Keynote Speaker: Arva J. Jackson

THE POTENTIAL FOR THE PARAPROFESSIONAL
IN HUMAN SERVICE AGENCIES

1:15 - 1:30 p.m.	J. D. White, Acting Secretary Department of Health & Social Services
1:30 - 1:45 p.m.	Troy L. Chapman, Executive Director Wilmington Housing Authority
1:45 - 2:00 p.m.	Edwin G. Richards, Executive Director New Castle County Housing Authority

2:00 - 2:30 p.m.	Questions to Speakers
2:30 - 3:00 p.m.	Closing Remarks - William C. Parker
3:00 p.m.	Adjournment

****

"When a man has put a limit on what he will do,
he has put a limit on what he can do."

-Charles Schwab

****

APPENDIX G

*WYAWTKAMBATA

ELEMENTS AND CHARACTERISTICS OF DIVERSIFIED CULTURES:
PUERTO RICAN AND AFRO-AMERICAN

*What you always wanted to know about Minorities, but afraid to ask...

June 6, 1973
WILCASTLE
2800 Pennsylvania Avenue
Wilmington, Delaware 19806

Sponsor: Delaware Technical & Community College
Wilmington Campus

Planning Coordinator: Mrs. Gwendolyn W. Sanders

AGENDA

8:30 a.m. REGISTRATION & COFFEE

9:00 a.m. WELCOME - Gwendolyn W. Sanders

9:10 a.m. REMARKS - B. F. Whaley

9:25 a.m. ELEMENTS & CHARACTERISTICS OF PUERTO RICAN & AFRO-AMERICAN CULTURES

PART I

A. History
B. The Puerto Rican/Black Family: Implications & Patterns
C. Puerto Rican/Black Life Styles: Implications & Patterns

10:30 a.m. COMMUNAL EXISTENTIALISM & VALUE GAMES

PART II

11:15 a.m. THE "SOCIETY" OF PUERTO RICANS & BLACKS

A. Values
B. Morality
C. Work
D. Sex
E. Time
F. Recreation

INTERACTION

12:30 p.m. LUNCH

AFTERNOON
PART I

1:30 p.m. BILINGUALISM

A. Dimension of Medium
B. Dimension of Responsibility
C. Scale of Vogue
D. Scale of Association

1. Ethnic
2. Formal vs. Informal

2:30 p.m. SIMULATION GAME

PART II

3:15 p.m. BILINGUALISM

A. Relationship between Speaker/Writer/Audience
B. Dimension of History
C. Dialects: Their Implications
D. The Social Scale
E. Body Language

4:15 p.m. INTERACTION

4:45 p.m. EVALUATION OF SEMINAR

4:55 p.m. CLOSING REMARKS

5:00 p.m. LATER/EL FINAL

PURPOSE OF SEMINAR: To present an overview of the elements and characteristics which shape the life style of Puerto Ricans and Afro-Americans.

"DIG TO BE DUG IN RETURN..."

-Langston Hughes-

ELEMENTS AND CHARACTERISTICS OF DIVERSIFIED CULTURES:
PUERTO RICAN AND AFRO-AMERICAN

SEMINAR STAFF

WILLIAM C. PARKER

Director, Developmental Programs
Educational Testing Service
Princeton, New Jersey

B. S., M. A., M. A., Illinois State University; Ph. D., University of Indiana; Ph. D., Rutgers University; Post Doctoral, University of Ghana, West Africa, Princeton University, and University of Michigan; Associate Professor of Education, Department of Afro-American Studies, Oberlin College.

JULIO MORALES

Assistant Professor
Department of Puerto Rican Studies
Brooklyn College - New York

B. A., Hunter College; M. S. W., Columbia University; President, New York City's Commission on Bilingual Education; National Advisory Council of Teaching English as a Foreign Language; Co-Founder, National Puerto Rican Training Institute.

ERNIE SMITH

Professor of Linguistics
Department of Comparative Cultures
University of California - Irvine, California

Professor of English - California State, Fulterton

Debater, "Comment" and Joe Pyne Show T. V. series; Lecturer: Educational Participation in Communities, Comparative Cultures and Linguistics.

B. A., California State; M. A., University of California; Ph. D., University of California.

JOSE A. VAZQUEZ

Associate Professor of Education
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B. A., Inter-American University; M. A., Columbia University; Member, Board of Higher Education-City of New York; Coordinator, Teaching English as a Second Language; Director, Project Best (Bilingual Education Skills Training).

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 21 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION